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ABSTRACT

A study was conducted to assess client reaction to key activities of the Lifelong Learning Center (LLC) of the Free Library of Philadelphia and to identify particular patterns of client interest. A survey was developed to determine (1) clients' satisfaction with accessibility of services, quality of interaction with staff, and information provided; (2) clients' perception of their needs at first contact with the LLC; and (3) clients' reported outcomes developed from their LLC consultation experience. Other questions were asked about the clients' outlook on life, how the LLC contact "all turned out," and if the client had encouraged others to participate. From a random sample surveyed by mail, 51% (162 clients) responded. Most respondents were in their mid-twenties; 74% were female; 45% were married; and the average of schooling was two years collegiate experience. It was found that there was considerable satisfaction with the existential dimensions of contact with the LLC particularly with counseling. Employment-related concerns were ranked highest; this suggests the possibility that client expectations were focused on the immediate employment situation. Of the 162 respondents, 128 reported an action outcome; 60 persons reported starting or changing jobs; and 68 reported enrollment in some educational activity. (CSS)

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A STUDY OF CLIENT REACTIONS: LIFELONG LEARNING CENTER, THE FREE LIBRARY OF PHILADELPHIA MAY 1978

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A STUDY OF CLIENT REACTIONS:
LIFELONG LEARNING CENTER, THE FREE LIBRARY OF PHILADELPHIA
MAY 1978

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I. Introduction.

The Lifelong Learning Center initiated and conducted by The Free Library of Philadelphia has a brief but full history. Scarcely two years have passed since the learning center idea took root in Pennsylvania although there was a variety of adult counseling activities scattered across the Commonwealth. From the inception LCC-Philadelphia placed an emphasis on client contact and as a consequence, a rather significant number of persons have met with its educational consultants, participated in the workshops, or received information to answer their inquiries. The resources include satellite centers, four, at selected branch libraries operated by part-time consultants as well as the headquarters unit at the Main Library.

As is the case with most experiences that have educational objectives or overtones, the true results for clients of their association with the Center are very difficult to assess and even to hypothesize. The influence of the Center will be extended over time and mingled with other factors until the origins of ideas and actions are obscured. It will be diffused through many permutations of individual life patterns. On the other hand, the reaction of clients to the immediate experience of contacting and visiting the Center is not so hard to isolate. A tabulation of these reactions can help the LLC-Philadelphia assess its operations and estimate the degree to

which its policies are effective.

How the various aspects of an experience appear to the client in retrospect can be gauged with considerable validity within a span of two years. The period of recall for all clients in this study fell within that two year period.

II. The Nature of the Study.

This study was conducted in February 1978 by mailed survey to assess client reaction to key activities of the LLC and to identify particular patterns of client interest. It is most appropriately viewed as an inquiry to serve policy making needs rather than as a rigorous research project. (See Appendix A for Schedule)

a) The first set of questions, Part I-a of the instrument, deal with Center operations. These include the accessibility of the services, the quality of interaction with the staff, and the nature of the information provided. One dimension of the client's reaction can be measured by the degree of satisfaction with specific kinds of services.

b) A second and more complex set of items, Part II-A&B, seeks to establish what clients saw as needs at the time they first made contact with the LLC-Philadelphia. This inventory of perceived needs was divided first into a section actually labelled "needs" in terms of outcomes and another labelled "information", presumably to attain the outcomes. Each section was further divided to distinguish the educational items from the career items.

c) Logically, the next section deals with the possible outcomes the client may have developed from the experience of consultation with the LLC-Philadelphia. (Part III-A) Although the results are contained in a single list there are several subdivisions apparent within it. Educational outcomes, such as enrollment in a program, can be distinguished from job-related outcomes. The inventory of results is also ordered in a way that separates "action" outcomes from "planning" outcomes and these, in turn, from temporizing and inaction.

d) Two additional categories of reaction were requested, both somewhat global in nature. There is a question (III-B) about outlook on life as a whole that can be crossed with an earlier item on how the LLC contact "all turned out".

Still another pair of questions (III-D) identifies whether clients had acted to encourage participation by others in the program. In a sense these broad items assess overall reaction, but they also tie into some research findings on adult learning. (Rockhill 1978) (Andrews 1977)

III. Description of the Sample, Collection Procedures, Response.

By January 31, 1978, the Lifelong Learning Center at Philadelphia had counted 1,363 individual contacts. Basic information accurate enough to support a general mailing to these individuals was received by The Center for the Study of Higher Education, The Pennsylvania State University on February 3, 1978. The list included client contacts at the satellite branches as well as at the Main Library. Clients who attended workshops or obtained VICS computer information were included as well as interviewees.

A random sampling technique was employed choosing 400 names from the total group of 1,363 clients. These 400 individuals were mailed a Client Reaction Study questionnaire on February 22, 1978 along with a brief letter. (Appendix A) Since only 94 of these forms were returned to the Center for the Study of Higher Education by March 15, 1978, it was decided to mail a duplicate copy of the original questionnaire to the 306 persons who had not responded by that time period. On April 10, 1978 a postcard reminder was mailed to 237 individuals who did not complete either questionnaire requesting them to share their reactions to the Lifelong Learning Center at Philadelphia. By May 12, 1978 when all information on questionnaires returned to the Center for the Study of Higher Education, data were placed on computer cards. A total of 162 usable responses was tallied. This represents a response rate of 51% which is the total questionnaires returned (192) divided by the original 400 mailed, less 28 Post Office returns. (TABLE I)

TABLE I

Description of Sample and Response Rate

Questionnaires Mailed	Post Office Returns	Net Contacts	Usable Responses	Late Responses	Total Returns	Response Rate
400	28	372	162	2	192	51%

Adult counseling centers are so new to the national scene that the characteristics of the responding group deserve detailed notice. In terms of demographics, the ages of respondents ran from 19 to 64 and, while the mean age was 34.9 years, the modal age was in the mid-twenties. Female respondents outnumbered males 120 to 42 constituting 74% of the subjects reported here. In terms of marital status, 45 percent were married, 40 percent single, and the remaining 15 percent divorced, widowed, or separated.

One of the latent intentions of the lifelong learning centers and, indeed, the whole brokering movement is to reach persons who have not completed the schooling they need or desire and open new paths of opportunity for them. It is therefore somewhat surprising to find that the educational level in the responding group stands well above the national average and reflects a mean level of schooling equal to about two years of collegiate experience. (Table II) Only 7.1 percent had less than a high school diploma and 22.7 percent had a graduate degree.

TABLE II

Client's Level of Education

Category Label	Absolute Frequency	Adjusted Frequency (%)
8 Years	2	1.3
1 - 3 Years of High School	9	5.8
High School Diploma	40	26.0
1 - 3 Years of College	3	1.9
Associate Degree	24	15.6
Bachelors Degree	41	26.6
Graduate Degree	35	22.7
No Answer	8	Missing
Total	162	100.0

MEAN = 5.955 STD DEV = 1.728 MEDIAN = 6.458

It would be helpful to know more about the representativeness of the respondents. Unfortunately, there is no general information about clients available that would permit comparisons of non-respondents and respondents, sample and universe. Experienced staff members have suggested that the education level may carry an upward bias, but the other dimensions of the sample jibe with the attributes of the universe of subjects.

There is one comparison that can be made. The question can be posed as to whether those who seek adult counseling are prompted in some measure by feelings of dissatisfaction with their lives. The responses to the question "How do you feel about your life as a whole?" are displayed in Table III along with the distribution in a national sample and in the LLC-Reading clientele. The national study of social indicators has been underway at the Institute for Social Research at the University of Michigan since the late sixties and established the validity of the question (Andrews, Withey 1976).

Another comparison of a global judgment between LLC-Philadelphia and LLC-Reading can be made. Item 16 asked about satisfaction level with "the way it all turned out." Table IV displays the distribution which shows a mean satisfaction score of 3.5 for the Philadelphia respondents and 4.0 for the Reading group. The differences are due primarily to the distribution in the "unsatisfactory" categories which are small but significant.

TABLE III

Global Judgment of Well Being
% Distribution

	National Sample	LLC-Philadelphia N = 162	LLC-Reading N = 155
DELIGHTED	13	6.5	5.7
PLEASED	33	23.5	24.1
MOSTLY SATISFIED	34	35.3	36.9
MIXED	13	22.9	23.4
MOSTLY DISSATISFIED	3	6.5	7.8
UNHAPPY	2	2.0	2.1
TERRIBLE	2	3.3	0
	100	100.0	100.0
	$\bar{x} = 5.3$	$\bar{x} = 4.8$	$\bar{x} = 4.9$

TABLE IV

The Way It All Turned Out

	LLC-Philadelphia	(%)	LLC-Reading	(%)
VERY SATISFIED	36	(24.7)	42	(31.8)
SATISFIED	53	(36.3)	57	(43.2)
NEITHER SATISFIED NOR UNSATISFIED	30	(20.5)	30	(22.7)
UNSATISTIED	16	(11.0)	3	(02.3)
VERY UNSATISFIED	11	(7.5)	0	
NO ANSWER	16		23	
	162		155	
	Mean = 3.5		Mean = 4.0	

IV. Method of Analysis.

The methods by which the responses have been tabulated are straight forward and fairly simple. The questions dealing with access, Part I-A, ask respondents to score each question on the basis of "satisfaction" with the service or item of experience. A five point scale provides a range from "very satisfactory" to "very unsatisfactory." Respondents can, of course, omit answers if they view them as inappropriate.

A second kind of response is called for in most other sections of the instrument. Subjects are asked first to select or identify those items on the list which apply to their circumstances. They are then asked to rate the selected items in terms of importance.

In the first instance a comparison of relative score values will reveal where the greatest sources of satisfaction are found. Examining the distribution will show how many are dissatisfied or highly satisfied. In the second instance the frequency of selection for an item establishes its relative significance among the listed items for the sample group and the score measures its importance.

The scales used to rate both "satisfaction" and "importance" derive all their significance from the relative distribution of responses rather than from intrinsic values. The scale is self-anchored rather than systematically pre-validated. Values throughout, both individual and aggregated, are relative and unstandardized. By way of example, one can examine the response pattern on item #1; "How satisfactory were the hours of operation for meeting your particular needs?" On this question and in all others the distribution is heavily skewed toward the high satisfaction end of the scale, consequently, those with feelings of less

satisfaction are likely to be found around the mid-point. Put another way, the "very unsatisfactory" is too extreme to be a real choice for most respondents.

TABLE V

Hours of Operation

	LLC-Philadelphia (N)	Score Value	
VERY SATISFIED	54	5	
SATISFIED	74	4	MEAN = 4.158
NEITHER SATISFIED NOR UNSATISFIED	7	3	MODE = 4.000
			MEDIAN = 4.243
UNSATISFIED	9	2	
VERY UNSATISFIED	2	1	
NO ANSWER	16	0	
VALID CASES	162		

The meaning of the data must be derived by comparisons of the relative rankings and differences. The discussion to follow will first note the high and low values then group them to develop their significance. Frequency distributions can be examined too, and this simple comparison will provide a good deal of information about the current situation.

Another set of questions need to be addressed, however. Which of the factors clients bring with them as part of their background seems to make a difference in how they perceive the services? For example, one might easily hypothesize that people

who were dissatisfied with life would have a slightly negative bias in all of their other perceptions. This is not the case, but the plausibility of the notion points up the need to guard against easy answers based on hypothetical assumptions about sex, marital status, or schooling. Put into the form of a general question: "Are there significant differences in the responses on any of the questionnaire items when the following subgroups are compared?"

Sex: females, males

Age: 8 groups

Education: 8 years schooling or less
1-3 years of high school
high school diploma
1-3 years of college
Associate degree
Bachelors degree
Graduate study

"Feelings about Life": delighted, pleased, mostly satisfied, mixed, mostly dissatisfied, unhappy, or terrible.

To test this set of questions, responses on all items were cast into two-way tables and analyzed by a common set of descriptive statistics. As an example, responses to one of the need items "finishing college" was compared. Significant differences were found between men and women. Thirty respondents selected this one, but all the men rated it as "very important" while women were split among several ratings.

APPENDIX A

LIFELONG LEARNING CENTER

PHILADELPHIA, PA.

CLIENT REACTION STUDY

February 1978

Return to: *Center for the Study of Higher Education*
The Pennsylvania State University
324 Pond Laboratory
University Park, PA 16802

PART I: *Please rate your association with the Lifelong Learning Center by placing an "X" in the appropriate space opposite each statement.* *SKIP those which do not apply.*

	RANK: + from Top, - from Bottom	MEAN	VALID CASE
A. HOW SATISFACTORY WAS/WERE:			
1. The hours of operation for meeting your particular needs?		4.158	146
2. The first meeting with the educational consultant?		4.271	155
3. The time you spent in following up the educational consultants' suggestions or gathering additional information?	-1	(3.567)	134
4. The location of the Center you visited?		3.955	156
5. The telephone contact you made with the main Center?		4.218	147
6. The willingness and receptivity of the educational consultant to questions you raised?	+1	(4.578)	154
7. The amount of attention given by the educational consultant to answering your needs?	+4	(4.314)	153
8. The competence of the educational consultant who worked with you?	+3	(4.346)	153
9. The opportunity to explain fully what your interests and needs were?		4.184	152
0. The Center in providing the specific information you expected to get?		3.770	148
1. The number of meetings you were able to arrange with the staff?		3.661	124
2. The accuracy of the information given to you by the educational consultants?		4.134	142
3. The timeliness of the information? Was it up-to-date?		4.193	145
4. The service at offices, agencies, or persons to whom you were referred by the Center?	-3	(3.615)	104
5. The level of comfort you felt in discussing your particular needs with the educational consultant?	+2	(4.388)	152
6. The way it all turned out, the total experience of contacting the Center, counseling or meetings, and follow up activities?	-2	(3.596)	146
7. The books, pamphlets, or worksheets provided by the educational consultant?		4.109	128
8.a) The activities at the Career Workshop?		3.936	78
9)&b) The handouts and printed material used at the Career Workshop?		4.011	89
Q.1)c) The computer printout information, "VICS," provided by the educational consultant?		3.979	95

(OVER)

The statistics used as indicators throughout are CHI SQUARE, a value which indicates how different from simple chance the distribution in a particular table might be. Kendall's Tau, a measure which gives a rank correlation between rows of a table, Eta, which assesses the difference in the value of the means between the columns of the table or between the rows of the table and Cramer's V, which offers a correlation between the two scales used in the table. No critical values were assigned to these statistics, but where high relative values appeared the tables were examined in detail to discover the nature of the aberration.

V. Findings.

A - Access; Part IA.

Looking over the mean scores for items 1 to 20, it is clear that the greatest sources of satisfaction came from relationships with the staff. Their "willingness and receptivity", the atmosphere - "level of comfort," transmitted sense of "competence," and "amount of attention" gained the top rankings.

Educational consultants are clearly perceived to have the interests of clients in view and are seen as personally able.

The physical aspects and scheduling cause no major difficulty for these subjects although there is no real clue as to who was shut out from even contacting the Center by hours, location, or transportation. Another kind of inquiry is needed to establish the character of the unserved sectors.

TABLE VI-A

Books, Pamphlets, or Worksheets

Category Label	Absolute Frequency	Adjusted Frequency(%)
VERY UNSATISFACTORY	1	0.8
UNSATISFACTORY	6	4.7
NEITHER SATISFIED NOR UNSATISFIED	23	18.0
SATISFACTORY	46	35.9
VERY SATISFACTORY	52	40.6
NO ANSWER	34	MISSING
	162	100.0
MEAN = 4.109	STD DEV = 0.916	MEDIAN = 4.239

TABLE VI-B

Activities at Career Workshop

Category Label	Absolute Frequency	Adjusted Frequency(%)
VERY UNSATISFACTORY	2	2.6
UNSATISFACTORY	3	3.8
NEITHER SATISFIED NOR UNSATISFIED	21	26.9
SATISFACTORY	24	30.8
VERY SATISFACTORY	28	35.9
NO ANSWER	84	MISSING
	162	100.0
MEAN = 3.936	STD DEV = 1.011	MEDIAN = 4.042

TABLE VI-C

Handouts at Career Workshop

Category Label	Absolute Frequency	Adjusted Frequency(%)
VERY UNSATISFACTORY	3	3.4
UNSATISFACTORY	4	4.5
NEITHER SATISFIED NOR UNSATISFIED	17	19.1
SATISFACTORY	30	33.7
VERY SATISFACTORY	35	39.3
NO ANSWER	73	MISSING
	162	100.0
MEAN = 4.011	STD DEV = 1.039	MEDIAN = 4.183

TABLE VI-D

Computer Printout Info 'VICS'

Category Label	Absolute Frequency	Adjusted Frequency(%)
VERY UNSATISFACTORY	3	3.2
UNSATISFACTORY	8	8.4
NEITHER SATISFIED NOR UNSATISFIED	17	17.9
SATISFACTORY	27	28.4
VERY SATISFACTORY	40	42.1
NO ANSWER	67	MISSING
	162	100.0
MEAN = 3.979	STD DEV = 1.111	MEDIAN = 4.222

RT II: Please look over the list of items below. Then rate their importance to you by an "X" in the appropriate space to the right of those that apply.

A. Looking back to the time of your decision to contact the Center, what needs were important to you?

(1) CAREER:

	MEAN	VALID CASES	Very Important	Important	Of Some Importance	Not Applicable
20-To Analyze My Job Situation	4.559	119				
21-To Clarify My Employment Goals	4.614	127				
22-To Find My First Job	4.458	24				
23-To Change To A New Job	4.490	96				
24-To Obtain Part-time Employment	4.278	36				
25-To Plan For A Lifelong Career	4.474	116				
26-To Resolve A Family Situation	4.190	21				
27-To Clarify My Life Goals	4.523	111				

(2) EDUCATION:

30-To Complete My High School Education	4.556	9				
31-To Complete A Vocational Or Special Training Program	4.407	27				
32-To Finish My College Education	4.400	30				
33-To Undertake College Studies	4.320	50				
34-To Gain Additional Job-related Education	4.133	75				
35-To Get Training For A New Job	4.333	78				
36-To Get More Education For Personal Satisfaction	4.119	67				
37-To Change From One Educational Program To Another	3.964	28				

B. Looking back to the time of your decision to contact with the Center what information was important to you?

(1) CAREER:

38-Information About Careers	4.780	123				
41-Descriptions Of Job Qualifications	4.543	116				
42-Educational Requirements Of Jobs	4.425	113				
43-Procedures To Enter Employment	4.471	87				
44-Information About Support Services For Job Holders; (For Example, Child Care, Etc.)	3.944	18				

(2) EDUCATION:

47-Information About Testing (Vocational, GED Entrance, C.L.E.P. Placement)	4.145	55				
48-Information On Vocational Or Technical Programs	4.154	39				
49-Information On College Or Postgraduate Programs	4.261	69				
50-Procedures for Admission, Readmission, Transfer	4.222	45				
51-Information On Credit For Military Schooling, On The Job Training, Etc.	4.000	21				
52-Financial Aid Information	4.217	46				

Satisfaction drops when we turn to indicators of the "system" itself, that is, the whole network of information, follow-up, and efficiency. The follow-up required too much time and services were not quite up to satisfaction levels elsewhere.

With respect to those specific materials developed for the Philadelphia operation, we can see that about half the subjects knew of them and reacted favorably. Scoring for printed materials ran slightly higher than the others.

In summary, there is considerable satisfaction with the existential dimensions of contact with the Center, particularly with counseling, but the flow of clients into a system of related actions and outcomes needs more careful analysis. Because of the special interest in reactions to workshops, "VICS", and print materials the full distribution of responses is displayed, Tables VI-A, B, C, and D.

B - Needs and Information Requirements at the Time of Contact; Part IIA&B.

From the number of times each item was selected, it is clear that employment-related concerns are at the forefront. This theme continues in such strength as to present the strong possibility that the real expectations of clients are not focused on education, nor even on career, but rather on the immediate employment situation. Such an emphasis would seem to lessen the significance of information to the client and increase the value of a chance to talk over the job situation with someone. That is exactly what Part I revealed. The question implicit in these data deserves more complete analysis before a policy reorientation toward job-situation counseling is introduced.

The details of the data render the general observation more specific. The most frequently selected item in the whole needs array was "clarification of employment goals" and it was rated second highest in importance. Very close, in third position, was "analysis of my job situation". Even the educational needs most often selected tied back to the immediate job situation "job-related education", and "training for a new job". Informational needs on "descriptions of job qualifications" and "educational requirements of jobs" were selected frequently and rated high in importance. Taken together this pattern of choices indicates the immediate concern of clients to be the job situation.

A second constellation of needs surrounds the relationship of living to working, that is, the career. People apparently believe that one should be able to develop a coherent set of relationships over time between work activity and personal interests. "Planning for a lifelong career" was the fourth most frequent choice and "information about careers" was second in frequency, first in importance.

The low rates of selection are, as expected, on those items like "finishing high school" which are specific to very small sectors of the sample.

PART III: A. Please look over the following list of results which might have developed from your association with the Lifelong Learning Center. Then rate their importance to you by an "X" in the appropriate space to the right.

	RESULTS	IMPORTANCE SCORE: MEAN	VALID CASES
55-	Changed Job Within Company	4.000	14
56-	Changed Job To Another Company	4.417	36
57-	Started My First Job	4.200	10
58-	Improved My Income	4.182	44
59-	Work Is More Satisfactory	4.259	58
60-	Enrolled Fulltime In School Or College	3.818	22
61-	Enrolled Part-time Or For Special Courses	4.304	46
62-	Completed Plans For Job Or Career Change	4.455	66
63-	Completed Plans For More Education	4.367	49
64-	Put In Application For New Job(s)	4.467	75
65-	Applied For Admission To An Educational Program	4.125	40
66-	Took The GED Or Other Tests	4.294	17
67-	Still Gathering Information On Job Change	4.632	76
68-	Still Gathering Information On Further Education	4.443	79
69-	Life Interests Have Broadened	4.413	75
70-	I Have Met Many New People	4.200	65
71-	I Have Joined A New Organization	4.400	35
72-	My Family Situation Has Improved	4.038	26
73-	No Action Has Been Taken: Still Thinking About It	4.350	40
74-	No Action Taken: None Is Likely	3.778	9
75-	My Life Goals Have Been Clarified	4.129	70

B. How do you feel about your life as a whole?

Delighted	Pleased	Mostly Satisfied	Mixed	Mostly Dissatisfied	Unhappy	Terrible		
							4.817	153

77- See TABLE III

C. Please add any other comments that describe your personal reaction to the experience at the Center. Use the back of this page if more space is needed.

78- _____

_____

D. Information about the Lifelong Learning Center may be of use to others.

89- 1. How often have you passed information on to others? 154

90- 2. How often have you recommended the experience to others? 155

(OVER)

C - The Distribution of Outcomes; Part IIIA.

Even though a relatively short time elapsed since respondents met with Center personnel, there are measurable outcomes. In Part IIIA respondents were asked to check the "results" they attribute to association with the Center. For convenience lines are drawn to separate the various types of results for the reader. They are ordered in terms of what might be called the "action" component. Items 55 through 61 identify completed events. Those from 62 through 68 describe "planning" activities while 69 through 72 along with item 75 describe general kinds of improvement ancillary to the main line of counseling. Inaction is described in 74 and 75.

A summary of the grouped reactions is instructive. Changing and starting jobs, definite action outcomes, are reported by 60 persons. Enrollment in some educational activity is reported by 68 persons. While there may be some duplication between the two, 17 is clear that a substantial portion, as many as 128 out of the 162 respondents, report an action outcome.

Interestingly the highest importance scores are given to planning items, specifically; job change, applications for new jobs, and plans for changes. There is a further suggestion in these data that the focal point is the job situation and education is an instrument in the process of change or improvement.

Inactivity is very low and it is clear that clients are stimulated toward a more active approach to their own lives by the counseling experience.

D - Crosstabulations.

The second kind of analysis involved the construction of a table for each item partialled by the control factors; sex, age, education, noted above. Conventional statistics permit testing to ascertain whether any differences in responses can be systematically related to the control attributes.

On the whole differences were small and idiosyncratically displayed rather than regular. Small numbers also limit the inferences that can be drawn. However, as clues these distinctions may be helpful and suggestive of further research.

When responses for the seven categories reporting "feelings about life" are considered differences which exceed a chance occurence of 1 out of 20, that is p. value of .05 or less, appear in several instances. "Time on follow up" and "service at place of referral" was less satisfactory for those who were generally dissatisfied with life. They were more likely to be less pleased with the "way it all turned out." The cross tabulation for this last attribute is shown below as an illustration with the important statistical clues circled. (TABLE VII)
In terms of outcomes those who checked an action result e.g. "completed plans for education" tended to be more pleased with life.

TABLE VII - Feelings About Life Versus It All Turned Out

V77		1 UNSATISFACTORY	2	3 NEITHER NOR	4 SATISFACTORY	5 VERY SATISFACTOR	ROW TOTAL
1 TERRIBLE	COUNT	0	0	2	1	1	4
	ROW PCT	0.0	0.0	50.0	25.0	25.0	2.9
	COL PCT	0.0	0.0	6.7	2.0	2.9	
	TOT PCT	0.0	0.0	1.4	0.7	0.7	
2 UNHAPPY	COUNT	1	1	0	0	1	3
	ROW PCT	33.3	33.3	0.0	0.0	33.3	2.1
	COL PCT	9.1	7.1	0.0	0.0	2.9	
	TOT PCT	0.7	0.7	0.0	0.0	0.7	
3 DISSATISFIED	COUNT	3	1	5	0	0	9
	ROW PCT	33.3	11.1	55.6	0.0	0.0	6.4
	COL PCT	27.3	7.1	16.7	0.0	0.0	
	TOT PCT	2.1	0.7	3.6	0.0	0.0	
4 MIXED	COUNT	0	5	9	13	5	32
	ROW PCT	0.0	15.6	28.1	40.6	15.6	22.9
	COL PCT	0.0	35.7	30.0	26.0	14.3	
	TOT PCT	0.0	3.6	6.4	9.3	3.6	
5 MOSTLY SATISFIED	COUNT	5	5	9	21	9	49
	ROW PCT	10.2	10.2	18.4	42.9	18.4	35.0
	COL PCT	45.5	35.7	30.0	42.0	25.7	
	TOT PCT	3.6	3.6	6.4	15.0	6.4	
6 PLEASED	COUNT	2	2	5	10	14	33
	ROW PCT	6.1	6.1	15.2	30.3	42.4	23.6
	COL PCT	18.2	14.3	16.7	20.0	40.0	
	TOT PCT	1.4	1.4	3.6	7.1	10.0	
7 DELIGHTED	COUNT	0	0	0	5	5	10
	ROW PCT	0.0	0.0	0.0	50.0	50.0	7.1
	COL PCT	0.0	0.0	0.0	10.0	14.3	
	TOT PCT	0.0	0.0	0.0	3.6	3.6	
COLUMN TOTAL		11 7.9	14 10.0	30 21.4	50 35.7	35 25.0	140 100.0

RAW CHI SQUARE = 46.26617 WITH 24 DEGREES OF FREEDOM. SIGNIFICANCE = 0.004

CRAMER'S V = 0.28744

CONTINGENCY COEFFICIENT = 0.45840

LAMBDA (ASYMMETRIC) = 0.05455 WITH V77 DEPENDENT. = 0.12222 WITH

LAMBDA (SYMMETRIC) = 0.08840

UNCERTAINTY COEFFICIENT (ASYMMETRIC) = 0.11744 WITH V77 DEPENDENT.

UNCERTAINTY COEFFICIENT (SYMMETRIC) = 0.12202

KENDALL'S TAU B = 0.28317. SIGNIFICANCE = 0.0000

KENDALL'S TAU C = 0.26671. SIGNIFICANCE = 0.0000

GAMMA = 0.36963

SOMERS'S D (ASYMMETRIC) = 0.28530 WITH V77 DEPENDENT.

SOMERS'S D (SYMMETRIC) = 0.28316

ETA = 0.33727 WITH V77 DEPENDENT.

PEARSON'S R = 0.29269 SIGNIFICANCE = 0.0002

NUMBER OF MISSING OBSERVATIONS = 22

TABLE VIII

Comparisons of Different Educational Levels' Responses

	CHANGED JOBS	ENROLLED IN SCHOOL	COMPLETED PLANS FOR JOB CHANGE	COMPLETED PLANS FOR MORE EDUC.	STILL GATHERING JOB INFORMATION	STILL GATHERING EDUC. INFORMATION	APPLIED FOR ADD. TO EDUC. PROGRAM
	Percentage in Brackets						
1-3 Years High School or Less	11 (7)	4 (8)	4 (6)	1 (2)	2 (4)	4 (5)	6 (8)	2 (5)
High School Diploma	40 (26)	8 (17)	24 (37)	17 (27)	19 (40)	14 (19)	23 (30)	16 (40)
Associate Degree or 1-3 College	27 (18)	11 (23)	11 (17)	7 (11)	7 (15)	12 (16)	13 (17)	5 (12)
Bachelor Degree	41 (26)	14 (30)	12 (18)	18 (28)	7 (15)	26 (35)	21 (27)	6 (15)
Graduate Degree	35 (23)	10 (21)	14 (22)	21 (33)	13 (27)	19 (25)	14 (18)	11 (28)
	154	47	65	64	48	75	77	40

Crosstabulations based on age categories yieided only the expected differences. Younger persons gave more importance to testing and getting back into school, for example.

Comparisons between male and female respondents showed men giving more importance to "finishing college" and "education for personal satisfaction". Women gave significantly higher ratings to "enrolling for special courses" and "applying for new jobs".

When the answers for different educational levels are compared some interesting differences appear. Testing and admission are rated high by those with less education. Change, of job and of educational program, are rated as important by those with more education. Apparently mobility and the expectation of change is one concommitant of more schooling.

There is another kind of comparison that can be made in connection with educational level. One might hypothesize that as one moves up the ladder of education and specialization the disposition to seek out more schooling and new jobs would decline. The comparison of frequency responses collected in TABLE VIII showing outcomes by level of schooling illuminates the hypothesis. We see, for example, that the percentage of respondents at higher schooling levels who are still "enrolling", "planning" and "seeking" information about further study remains rather high. It appears that one effect of education is to encourage further study as a means of adjustment.

TABLE IX

Information from LLC Passed on to Others

Category Label	Absolute Frequency	Adjusted Frequency(%)
NEVER	31	20.1
OCCASIONALLY	73	47.4
OFTEN	50	32.5
NO ANSWER OR NOT APPLICABLE	8	MISSING
	162	100.0

MEAN = 2.123 STD DEV = 0.717 MEDIAN = 2.130

TABLE X

LLC Recommended to Others

Category Label	Absolute Frequency	Adjusted Frequency(%)
NEVER	41	26.5
OCCASIONALLY	68	43.9
OFTEN	46	29.7
NO ANSWER OR NOT APPLICABLE	7	MISSING
	162	100.0

MEAN = 2.032 STD DEV = 0.060 MEDIAN = 2.037

E - Other Responses.

One behavioral indicator of client satisfaction is whether people pass on information to others and whether positive recommendations are also transmitted. Tables IX and X display responses. Eighty percent of those who responded, 123 persons, passed information to others "occasionally" or "often". A recommendation was "often" made by 46 persons and "occasionally" put forward by 68 others. Clearly the LLC idea is perceived as having considerable value by its users.

Summary.

As an introductory analysis this client reaction study points to several important policy implications and suggests quite a few additional questions. The importance of basic records on each client is emphasized. With a good information base many studies can be done by creating small samples with an assurance that they will be interpretable. These data also confirm unequivocally the importance of interpersonal skills among counselors. Impersonal files, computer terminals, print materials have their place, but the adults who have the initiative to contact the Centers are looking for more than information. The most provocative, perhaps the most challenging, is the significance of the immediate job situation to clients. This is not an area easily apprehended by counselors without special training and experience. Along with this client emphasis is a parallel deemphasis in the educational aspects. For adults it appears education may have less intrinsic value, but more instrumental and contingent importance.

The results of this survey should enable the staff to address confidently some of these intriguing questions.

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